



# Race to the Top - District

## Technical Review Form

Application #0400OH-1 for Springfield City School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The Springfield City School District has an inspiring vision that builds on Ohio's original RttT grant and the four core educational assurance areas. The district offers compelling ideas for the customization and personalization of student learning that include:</p> <ul style="list-style-type: none"> <li>• A statewide designation and a system wide commitment to blended learning</li> <li>• Expanded options for learning coupled with flexible advising and counseling</li> <li>• A moral commitment to creating customized 21<sup>st</sup> century learning environments</li> <li>• An innovative approach to secondary teaching and learning centered around the creation of individualized learning plans for all students</li> <li>• An innovative elementary program that builds on a Promised Neighborhood grant</li> <li>• A proposal to create a district wide system for extending personalized learning plans to all elementary and middle school students</li> </ul>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The school district's approach to implementation is consistent with the requirements of the application:</p> <ul style="list-style-type: none"> <li>• Participating schools, students, educators and percentages of students from low-income families are clearly presented in the application's accompanying tables.</li> <li>• The districts's vision and implementation strategies are clearly linked.</li> <li>• The district will implement flexible counseling, advising, and expand its repertoire of instructional modalities.</li> <li>• New technology will help students develop individualize learning plans leading to college and career readiness.</li> </ul>		
(A)(3) LEA-wide reform & change (10 points)	10	5
<p>(A)(3) Reviewer Comments:</p> <p>The application builds on current district reform and change and focuses on the creation of a plan to scale up individualized learning plans to all district middle and elementary school students. However, the plan as presented in the application is on the "thin" side and needs further development to become high quality:</p> <ul style="list-style-type: none"> <li>• This section of the application lacks detail and only generally discusses what the district will do to scale up the development of individualized learning plans for all of its students.</li> <li>• Only 7 lines of narrative are offered to describe the district's plan for scaling up its reform efforts.</li> <li>• No logic model or theory of change is presented to guide the scaling up of the district's reform</li> </ul>		

efforts.

- The plan needs a timeline, deliverables and parties responsible for its implementation.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

7

(A)(4) Reviewer Comments:

The application addresses required goals for improved student learning in the areas of reading and math proficiency, decreasing achievement gaps, increasing graduation rates, and encouraging college enrollment. The state however has not yet provided data for the 2011-2012 school year. Performance measures indicate:

- The district has set an 80% proficiency rate for all state assessments.
- Goals for decreasing achievement gaps are set by 2% for the first year and 5% for the following years for all sub groups. However there is no discussion about closing achievement gaps between the various subgroups.
- Goals for graduation rates are set to increase from 2% during the first year with a 3% rise for each additional year.
- Currently there is no data on college enrollment or degree attainment. However, the district has just purchased a student clearing house subscription that will allow it to track college enrollment and degree attainment data in the future.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15
<p>(B)(1) Reviewer Comments:</p> <p>The Springfield City School District demonstrates a clear track record of success during the past four years.</p> <ul style="list-style-type: none"> <li>• 76% of its students qualify for free and reduced price lunch, yet according to the state value added model, the school district ranks 15/610 school districts in terms of student growth.</li> <li>• The district recently moved from a state report card rating of continuous improvement to effective in their performance index.</li> <li>• The passing of a bond levy along with state support has led to all new schools during the last decade. Also there has been a large district investment of over 4 million dollars in technology with the purpose of creating greater learning options for students.</li> <li>• The district is part of Ohio's statewide RttT project. In fact the district received additional RttT funds for innovation from district's that chose to withdraw from Ohio's RttT project.</li> <li>• The values and culture of the district appear extremely supportive of school reform and personalized learning.</li> </ul>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

Educational expenses are discussed and documented through school board meeting minutes and DVDs

of actual board meetings. They are also accessible through the district's website. Personnel expenditures are available through the Ohio Department of Education website.

- Fiscal information is clearly available for those with the knowledge and means to access it.
- The district prepares a comprehensive Annual Financial Report, which won a National Excellence in Financial Reporting Award. The report is widely distributed in the community.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:

The state context for implementation of school reform and change is very favorable.

- The district will be able to build on its involvement with the state's original RttT grant.
- The district is viewed as a statewide leader in school reform and change.
- The district was invited to be part of Council of Chief State School Officers Partnership for Next Generation Learning and the Innovation Lab Network.
- The district was approved by the Ohio Department of Education as the state's only Blended Learning School District.

(B)(4) Stakeholder engagement and support (10 points)	10	8
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(B)(4) Reviewer Comments:

Processes to ensure meaningful stakeholder engagement have been developed. The district has created a wiki for RttT - District application development and refinement. RttT meetings have been scheduled inviting representative stakeholder groups. Furthermore, the district has collaborated with its teacher association and collective bargaining representatives to gain final teacher approval. Although the teacher association signed off on this application there is no letter of support from the association and also no specific information regarding the degree of teacher involvement or support. The Springfield mayor and the Ohio Department of Education offered letters of support and encouragement.

(B)(5) Analysis of needs and gaps (5 points)	5	3
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(B)(5) Reviewer Comments:

The district's plan clearly articulates it's school reform journey and what's needed to take it to scale throughout the district. Secondary students have developed individual and personalized learning plans. The district will now close the gap between its secondary, intermediate and elementary school students by ensuring that all students have individualized learning plans. The district needs to work on further developing and refining its implementation plan. Ingredients such as goals, activities and rationales for the proposed activities are addressed in the proposal as a whole. However, project timelines, deliverables and parties responsible for implementation need to be clearly specified and developed.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	17

(C)(1) Reviewer Comments:

This section, which is focused on student learning, is very inspiring and powerful! The district will clearly build on its strengths and track record of success and continuous improvement in personalizing student learning experiences and plans. Highlights include

- All students having mobile devices so that they along with their parents and teachers can actively monitor and adjust learning goals and develop meaningful and truly individualized learning plans.

- Requisite technological training and professional developed will be provided for students, families, and teachers.
- Students will be actively involved in their own self-assessment throughout their K-12 schooling experiences.
- Assessments will focus on learning styles, career interests, enhanced counseling and advising leading to the development of a personalized data portal.
- Learning experiences will extend beyond the traditional curriculum to include community service/learning, project based learning, action research, internships, etc.
- The district is working with the Educational Policy Improvement Consortium to ensure that students will be college and career ready.
- The district needs to work on further developing and refining its implementation plan for improving teaching and learning by personalizing the learning. Ingredients such as goals, activities and rationales for the proposed activities are addressed in the proposal as a whole. However, project timelines, deliverables and parties responsible for implementation need to be clearly specified and developed.

(C)(2) Teaching and Leading (20 points)

20

10

(C)(2) Reviewer Comments:

This section was written at a very general level with language indicating responsiveness to the selection criteria.

- Little substantive discussion focused on professional development and teacher evaluation.
- District purchasing or adoptions of outside programs were emphasized over professional development, collaboration, goal setting, and problem solving at the school level.
- Ingredients of a high quality plan for professional development including specific goals, activities, timelines, deliverables, and responsible parties were not presented or discussed in a comprehensive and clear fashion.

#### D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12
(D)(1) Reviewer Comments: District practices, policies, and rules allow for sufficient flexibility and organization to facilitate personalized learning. <ul style="list-style-type: none"> <li>• A credit flex policy allows students to test out and or demonstrate mastery in key subject areas.</li> <li>• An emphasis on the formative assessment of student learning as well as the active involvement of students in their own self-assessment is truly commendable.</li> <li>• The district needs to work on further developing and refining its implementation plan. Ingredients such as goals, activities and rationales for the proposed activities are addressed in the proposal as a whole. However, project timelines, deliverables and parties responsible for implementation need to be clearly specified and developed.</li> </ul>		
(D)(2) LEA and school infrastructure (10 points)	10	10
(D)(2) Reviewer Comments: District and school infrastructure support an impressive technology design process for school districts across the nation to follow.		

- The district's technology infrastructure represents a very strong commitment to personalization of learning and 21<sup>st</sup> century learning processes and experiences.
- Rich technological resources and training are provided to all students, families, and teachers.
- The district serves its community as a hub of technology during the school day as well as after school hours.
- Students at all levels will be provided with age appropriate mobile devices that will ensure meaningful development and monitoring of their personalized learning plans.
- The district needs to work on further developing and refining its implementation plan for technology. Ingredients such as goals, activities and rationales for the proposed activities are addressed in the proposal as a whole. However, project timelines, deliverables and parties responsible for implementation need to be clearly specified and developed.

#### E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	5
(E)(1) Reviewer Comments: The districts' plan for continuous improvement is written at a very general and unspecific level. <ul style="list-style-type: none"> <li>• Little specific information is provided about implementation strategies and how continuous improvement will be ensured through specific monitoring, measuring, and sharing of information about the plan's progress.</li> <li>• It appears that a grant coordinator will be hired, a stakeholder team will be assembled, and then they will figure out what to do.</li> </ul>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
(E)(2) Reviewer Comments: Strategies for ongoing communication with internal and external stakeholder groups are presented: <ul style="list-style-type: none"> <li>• The district will communicate with a wide range of groups on a regular basis.</li> <li>• Stakeholder groups mentioned include the RttT transformation team, district staff, parents, board members, and other community groups.</li> <li>• Survey instruments and reflective group formats will be utilized to determine how well stakeholder needs are being met.</li> <li>• The grant's progress will be communicated through a variety of community meetings and media outlets including the Business Advisory Council.</li> <li>• The district newsletter, The Key Communicator as well as Blackboard Connect 5, a telephone communications system will be utilized for ongoing engagement and communication purposes.</li> </ul>		
(E)(3) Performance measures (5 points)	5	3
(E)(3) Reviewer Comments: Rationales and requisite number of performance measures are presented at a very general level. <ul style="list-style-type: none"> <li>• It is difficult to discern the connection to the main feature of this RttT District application to expand personalized learning plans from secondary to intermediate and elementary students.</li> </ul>		

(E)(4) Evaluating effectiveness of investments (5 points)	5	2
<p>(E)(4) Reviewer Comments:</p> <p>Evaluating the effectiveness of investments is generally described and underdeveloped.</p> <ul style="list-style-type: none"> <li>• There is no mention of the primary feature of this application i.e. the development of personalized learning plans.</li> <li>• No evaluation plan is presented.</li> </ul>		

#### F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>Funds to support the project are clearly outlined.</p> <ul style="list-style-type: none"> <li>• Funds appear to be reasonable and sufficient.</li> <li>• Funds support the four assurance areas and the absolute priority.</li> <li>• Budget rationale is detailed and clearly presented in the application's narrative and in the budget and project summary tables.</li> </ul>		
(F)(2) Sustainability of project goals (10 points)	10	2
<p>(F)(2) Reviewer Comments:</p> <p>Plans for sustaining project costs are general and not well developed.</p> <ul style="list-style-type: none"> <li>• Partnerships with business, industry, are local universities are mentioned, but not described.</li> <li>• The district makes a commitment to the reallocation of human resources to sustain its system wide commitment to personalized learning plans for all students, but does not describe or elaborate its plan.</li> <li>• A high quality plan for ensuring project sustainability is not offered.</li> </ul>		

#### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The district has a track record of successfully integrating private and public resources to transform its educational system.</p> <ul style="list-style-type: none"> <li>• Springfield is the site of a Promise Neighborhood project and plans for expansion to all district elementary school neighborhoods are in place.</li> <li>• There appears to be strong commitment to working with institutions of higher education for teacher training and selection purposes. The district is also aligned with David Conley's Career and College Readiness (CCR) network.</li> <li>• Through a bond levy and generous state support, all district schools are new and have well developed and supported technology infrastructures.</li> </ul>		

- The district is part of Ohio's Phase 1 RttT program.

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

### Absolute Priority 1 Reviewer Comments:

The district is clearly committed to transforming how its educational system is delivered and is actively moving into 21<sup>st</sup> century approaches for student learning. With the development of individualized learning plans and the use of personal mobile devices, student learning experiences and options will transcend current brick and mortar approaches and student learning will become personalized.

Total	210	159
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# Race to the Top - District

## Technical Review Form

Application #0400OH-2 for Springfield City School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

### (A)(1) Reviewer Comments:

The Applicant provided a reform vision that includes the four core educational assurance areas; and the Applicant's vision clearly articulates clear and credible approaches to their goals. First, the Applicant described several activities, strategies, and deliverables to support their vision for reform including:

- (1). adopting rigorous new standards
- (2). developing aligned assessments and teacher supports
- (3). providing student access to rigorous coursework based on high expectations
- (4). developing individualized student learning plans that focus on the college and career standards
- (5). implementing a blended learning system which supports progress towards a fully embedded 21st century customized learning environment.

Secondly, the Applicant described several components of their data system that:

- (1). allows for collecting data that demonstrates the level of mastery of standards.
- (2). uses the state longitudinal data system, (IIS)

Thirdly, the Applicant described their vision for providing high quality educators in every school and classrooms. The plan includes implementing the laws of the State of Ohio teacher and principal evaluation system of multiple indicators for accountability and improvement. However, it was not clear what the Ohio laws require regarding principal and teacher evaluation. Fourth, for turning around low performing schools the Applicant did not provide clear and specific details on how they plan to intervene in the lowest-achieving buildings in the District by addressing the needs of students who are struggling with poverty, challenging family dynamics, mobility, and repeated academic failure.

The assurance in eligibility requirement is signed by the LEA's Superintendent. The Applicant is in a Race to the Top phase 1, 2 and 3 state.

(A)(2) Applicant's approach to implementation (10 points)

10

9

(A)(2) Reviewer Comments:

The Applicant described their approach to implementing their reform proposal to support high-quality LEA-level and school-level implementation. The Applicant described the following strategies:

(1). Subject area and Student Learning/Support Reforms including:

- Developing individualized student curriculum pathways based on students' unique goals, interests, learning styles, performance, and schedules.
- Plans to utilize a college- and career-readiness software program to help connect academic achievement to post-secondary goals, while providing access portals for staff, students and parents.
- Counseling to be expanded in the elementary buildings.
- Developmentally appropriate 1:1 initiative for K-12, which will provide a mobile learning device for every student to use both in and out of school, coupled with an adaptive array on online tools and resources that encourage the development of "free agent learners".
- Expanded blended learning opportunities.

(2). Grade/Data System Reforms including:

- Using state longitudinal data to align student performance with academic goals.
- Utilizing the Ohio state IIS longitudinal data system to monitor data on each individual student
- Use student monitoring data to make necessary adjustments in the students' learning plans.

(3) Plans for monitoring teacher effectiveness including:

- Utilizing the state longitudinal data system to monitor the teacher effectiveness and to make the necessary adjustments to human resource needs
- Linking teacher effectiveness to student performance measures based on the progress of students in meeting their individualized learning plans.

Based on the data presented, the Applicant appears to present a good approach to implementation. Data including a list of participating schools, the total number of participating students from low-income families, who are high-need students and number of participating educators is provided.

(A)(3) LEA-wide reform & change (10 points)

10

3

(A)(3) Reviewer Comments:

The Applicant did not meet the requirement for a high quality plan. The plan presented did not include:

1. Key goals;
2. Activities to be undertaken and rationale for the activities;
3. Timeline;
4. Deliverables;
5. Parties responsible for implementing the activities; and
6. Overall credibility of the plan (as judged, in part, by the information submitted as supporting evidence).

The Applicant described their plan to support and expand assurance areas by developing a District wide system for developing personalized learning plans for all students; however, the Applicant does not present adequate details describing the key components of their plan. The Applicant's plan is based on activities and deliverables that include:



1. implementing a new expandable, adaptive model of guidance, advising, and intake at the high school level with advisors who support students in creating personalized learning plans.
2. The Applicant will train staff and community members to counsel students; however, it is not clear what the training will consist of, the qualifications of the staff and community members to be trained, or how the training will translate into meaningful reform.
3. The Applicant also plans to hire a professional WEB solutions firm to create and interface a system that would allow students and staff to navigate options; however, it is not clear what those options are or how navigating the interfaced system will contribute to meaningful reform to support system wide change.
4. The Applicant plans to expand this model to their elementary and middle schools; but, it is not clear as to how this expansion will occur or how it will be scaled up and translated into meaningful reform at those levels.

The Applicant's plan lacks the components, the specificity and the sufficient details required in high-quality plans.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	4
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(A)(4) Reviewer Comments:

In table (A)(4)(b), the Applicant provides its target activities. The Applicant's activities and deliverables appear to be aligned with their vision and activities appear to apply to all students and schools in the LEA; however it is not clear how they focus on student outcomes. The Applicant did list their performance measures but did not clearly describe how the indicators of success link to student outcomes.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

The Applicant described their district-wide track record of some successes in improving student outcomes and closing achievement gaps. The Applicant described a number of activities and deliverables that support their vision; however, these activities and deliverables were not tied to clearly defined goals.

(1). Clear Record of Success-The Applicant described some of the activities attributed to their record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching; however, the Applicant did not include charts or graphs, raw student data that demonstrates their ability to:

A. Improve student learning outcomes and close achievement gaps including by raising student achievement, high school graduation rates and college enrollment rates:

- Developed a k-12 virtual school called OnCourse Virtual Program- OnCourse provides an alternative approach to brick and mortar environments, allowing the Applicant to blend in and out of classroom experiences for college- and career-readiness.
- RttT Innovative Grant- This grant funds classes for high school credit and a community college partnership to provide college courses during the second semester for high school students
- The Learning Café (LC) - This is a Comprehensive System of Learning Supports (CSLS) that addresses barriers to learning and teaching and re-engage disengaged students.

Although the Applicant described each of these activities and deliverables, the Applicant did not clearly relate how these activities specifically focus on improving student learning outcomes that close achievement gaps by raising student achievement and college enrollment. The Applicant did not provide clear evidence (charts, raw data, expert opinion, etc.) of their plan to achieve ambitious and significant reforms in persistently lowest-achieving schools.

B. Achieve ambitious and significant reforms in its persistently lowest-achieving schools- The Applicant described the following ambitious reforms targeting persistently lowest achieving schools:

- Promise Neighborhood School, at Lincoln Elementary, with plans to accelerate and expand this model, as well as

replicate it at our other high poverty high needs buildings.

- Keifer Alternative Center (KAC)
  - Teacher incentives and support such as career ladder opportunities and flexible workdays
  - An extended-day enrichment program, focusing on digital music creation, computer science and gaming, to engage the students and involve the community.
  - An active Business Advisory Council and Community Engagement Team allowing senior executives of local businesses to begin to explore meaningful ways to share expectations, job shadowing and internship opportunities with our students.
  - An individual learning plan coordinator and community engagement specialist at KAC
  - Extended year programs enable student credit recovery through the summer academy, and career exploration.
  - Enhanced technology including two new desktop computer labs and 10 mobile iPads labs, allowing an in-school 1:1 program.
  - Summer food site

C. Make student performance data available to students, educators and parents in ways that inform and improve participation, instruction, and services- The Applicant described how data on student performance is provided to students, educators, and parents as follows:

- Annual state test data results for individual students that parents also receive. For example the State mandated Third Grade Reading Guarantee which requires that all K-3 parents be informed of student reading levels and requires that parents are involved in providing input to teachers when writing a student individualized learning plan.
- EPIC Advising System informs parents and students of achievement results.

As evidence of the availability of student data, the Applicant states that sistrict level data transparency is provided through *"community professional development, board meetings, Spotlight On School District broadcast shown on two local television stations with a focus on students sharing information, Progress Book online grade book with parent and student access, student led conferences in many of our buildings, posting of information in hallways of buildings, and their district website."*

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4
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(B)(2) Reviewer Comments:

The Applicant provides clear evidence that the LEA offers a high level of transparency in some LEA processes, practices, and investments. Actual personnel salaries at the school level for all school-level instructional and support staff are disclosed at board meetings, are video- taped and broadcast on two local access cable television stations, are available on DVDs, and are posted on district WEB site. However, the Applicant did not specifically describe a high level of transparency for actual personnel salaries at the school level for instructional staff only, actual personnel salaries at the school level for teachers only, and actual non-personnel expenditures at the school level. The Applicant did describe how they have developed building level budgets, and publicly report on uses of these budgets for significant expenditures, such as curriculum and instruction and professional development. Upon request, these reports are available at any time and are accessible on their district website. The Applicant states that personnel salary reporting at the requested four categories of school-level expenditures is currently available on the State Department of Education's website. This information is organized in a searchable format and is available to the public.

It is not clear whether the Applicant provides a high level of transparency for actual personnel salaries at the school level for instructional staff, actual personnel salaries at the school level for teachers only, and actual non-personnel expenditures at the school level.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:

The Applicant clearly describes that the LEA has demonstrated evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. The Applicant reports that the LEA is meeting all successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments now, and as they expand they will be working with the state superintendent's office, governor's office, and legislator's office to drive important changes in systems. Evidence of success includes the following:

- Funding mechanisms and accountability systems.
- An invitation for the LEA to be a part of the Counsel of Chief State School Officers (CCSSO) Partnership for Next Generation Learning and the Innovation Lab Network. The LEA resolved with Board approval to be a part of this

organization on May 10, 2012.

- Approval of Blended Learning Plans for school districts.
- An invitation for the LEA to present their innovative blended learning plan to other State Counsel of Chief State School Officers (CCSSO members at the Innovation Network Conference on October 25, 2012.
- Presented reports on their individual college advising system to the State Board of Regents.

(B)(4) Stakeholder engagement and support (10 points)

10

7

(B)(4) Reviewer Comments:

The Applicant reports strong and meaningful stakeholder engagement of the proposal as evidenced through stakeholder engagement during the development of the proposal. Initially, a District Wiki Space was created for all stakeholders to provide ongoing input. This input from District administration, teacher representation, collective bargaining representation, community members, parents and students was utilized to make modifications to the application. The Applicant provided confirmation of meaningful stakeholder support for the proposal as evidenced by letters of support from the State Department of Education, local, state and federal elected officials, school district leaders, colleges and universities and community organizations included in the appendix. The Applicant states that there is a certified collective bargaining unit and every member of the collective bargaining unit received a copy of the grant and the bargaining unit leadership was able to make contributions to the writing of the grant application. The Applicant also states that the bargaining unit presented the details of the Rtt-D grant application at 3 separate membership meetings concluding with a vote to go forward and support the application. Even though this Applicant acknowledged the LEA has a bargaining unit in which teachers are union represented, there did not appear to be a letter of support from the teacher's union in the Appendix, and the Applicant did not provide meeting minutes or other evidence to support a vote of approval from the bargaining unit or support of teachers.

(B)(5) Analysis of needs and gaps (5 points)

5

2

(B)(5) Reviewer Comments:

The Applicant's plan does not meet the requirements for a high quality plan. The Applicant did not provide clearly stated goals, activities to be undertaken and rationale for the activities, parties responsible for implementing the activities; timelines and overall credibility of the plan as demonstrated by supporting evidence. The Applicant described how they plan to utilize their current Learning Café (LC) and the Comprehensive System of Learning Supports (CSLS) to remove barriers to increase educational achievement and career success, but did not provide sufficient details to support how the plan will be executed. The Applicant plans to review success data from these initiatives and expand development of performance measures which will lead to the development of high quality personalized blended learning plans for LEA students. However, the logic behind the plan is vaguely explained because it lacks details of support including no clearly stated goals, activities to be undertaken and rationale for the activities, parties responsible for implementing the activities and timelines. The Applicant did not provide specific details such as identifying the staff responsible, timelines, the impact on students and teachers, and clearly identified needs and gaps that the plan will address. The Applicant states that teachers, learning plan coordinators, parents and students will require professional development to transition to a blended learning environment, in implementing and understanding personalized learning plans and to assist with elevating comfort levels with technology use. However, the Applicant does not describe what the training will consist of, the expectation for training participants, or how the training will address needs and gaps.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	15
(C)(1) Reviewer Comments:		
<p>The Applicant clearly described many activities and deliverables for improving learning and teaching through personalized learning environments; however, the plan presented does not meet the required criteria for a high quality plan. The Applicant did not provide clearly stated goals, activities to be undertaken and rationale for the activities, parties responsible for implementing the activities; timelines and overall credibility of the plan as demonstrated by supporting evidence. The Applicant included many activities and deliverables to describe their approaches to implementing instruction including:</p> <ol style="list-style-type: none"> <li>1. Individual student mobile devices that link to an adaptable data portal and serve as the delivery system for online student personal learning plans and goals which may be monitored by parents, educators, and students</li> <li>2. A data director who supports students through guidance and planning</li> </ol>		

3. Formative instructional practices (FIP) training for teachers that focus on breaking down common core standards to specific skills.
4. A learning coordinator who coordinates approaches and environments and use data for planning.
5. For high needs k-3 students, the applicant will continue to utilize their current individualized learning plans and assessment data for learning and growth of special needs students.
6. A dashboard, which is a portal that displays the content needed to help students meet learning goals.
7. Digital learning portals are linked to students' personalized learning plan portfolios utilizing an open data format system, allowing parents and students to identify and pursue learning and develop goals linked to college- and career-ready standards.

Many of these activities and deliverables provided by the Applicant address some of the components of the criteria; however, these activities and deliverables do not meet the criteria for a high quality plan which requires the Applicant to describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties.

(C)(2) Teaching and Leading (20 points)	20	10
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(C)(2) Reviewer Comments:

The Applicant did not present a high quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career- ready. The Applicant did not include clearly stated goals, activities to be undertaken with rationales for the activities, parties responsible for implementing the activities; timelines and supporting evidence for documentation. The Applicant provided a number of activities and deliverables and did include general time references for some activities; however they were not tied to specific goals. Some of the activities and deliverables presented did address a few components of this criteria including:

1. Implementing the Conley method for redefining college readiness
2. Transitioned to Common Core Standards and purchased aligned materials to the Common Core Standards for mathematics and language arts that contain digital resources with tools available to teachers
3. I-Ready, a computer-adaptive diagnostic, which gives benchmarks on students mastering the Common Core.
4. Individual reading plans for all students K-3 who are diagnosed as not being on grade level. The LEA intends to close the learning gaps early to provide intense research based intervention
5. Ramp up I-Lit for alternative middle and high schools during 2012-2013 and expand that to the middle school and the Preparatory Academy in 2013-2014 to diagnose and close the gap in language arts.
6. Follow state law in implementing the State Principal's Evaluation System and the State Teacher's Evaluation System which is to be in effect by 2013-2014. The State Principal's Evaluation System is being implemented in 2012-2013 and evaluations will be completed for each principal as required
7. Pearson language arts materials aligned to Common Core Standards. Pearson's resources are aligned to college readiness outcomes
8. I-Ready assessment data, formative and summative assessments, State Career Information System data, EPIC Surveys, My Voice Surveys, Project Tomorrow Surveys and best practice methodology.
9. Retain highly effective teachers in high-poverty and high-minority schools, including strategies such as creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models.
10. Tuition reimbursement to encourage professional growth.
11. Committed partners that help the LEA achieve its specific goals and targets that are aligned to the LEA's State Improvement Plan.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	7

(D)(1) Reviewer Comments:

The Applicant did not present a high quality plan to support project implementation. The Applicant did not provide clearly stated goals, activities to be undertaken with rationales for the activities, parties responsible for implementing the activities; timelines and supporting evidence for documentation. The Applicant provided a number of activities and deliverables that were not tied to specific goals as required by the criteria.

- a. Although the Applicant discussed how the central office staff and various committees meet weekly or monthly to review and share information, the Applicant did not provide adequate details that clearly explains how these LEA central office meetings provides direct support and services to schools.
- b. The Applicant stated that schools currently have limited flexibility and autonomy over school schedules and calendars.
- c. The Applicant stated that students have the opportunity to progress and earn credit based on demonstrated mastery. Examples include:

-The student ability to "test out" or show mastery of subject areas such as foreign language. - Credit flex is also offered for student experiences outside of school and for internship experiences.

(d) Students take a variety of differentiated formative and summative assessments and receive feedback throughout the instructional cycle.

(e) The Applicant described how schools have autonomy at the building level in scheduling their school day, trade days, parent conferences, faculty council; however this explanation was not an adequate explanation of how learning resources and instructional practices are adaptable and fully accessible to all students, including students with disabilities.

(D)(2) LEA and school infrastructure (10 points)	10	6
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(D)(2) Reviewer Comments:

The Applicant did not provide a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator and level of the education system with the support and resources they need, when and where they are needed. The components of a high quality plan include goals, activities, rationale for activities, persons responsible, deliverables and time lines were not clearly articulated. The following are examples showing that the Applicant did not clearly describe a high quality plan that detail how the LEA and school infrastructure supports personalized learning. The following evidence leads to this conclusion:

1. Although the Applicant described their upgraded technology infrastructure for success in collaboration, the Applicant did not adequately describe how this system ensures that all participating students and stakeholders have access to necessary content, tools, and other learning resources in and out of school.
2. The Applicant did not adequately describe strategies that explain how they will ensure the appropriate levels of technical support for students, parents, educators and other stakeholders.
3. The Applicant clearly described the technology systems; however, the Applicant did not adequately explain how parents and students will use the information technology systems to export their information in open data format and use the data in other electronic learning systems.
4. The Applicant did clearly describe the technology systems available in the district; however, the Applicant did not adequately describe how they will ensure that LEAs and schools use interoperable data systems

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10

(E)(1) Reviewer Comments:

The Applicant did not present a high quality plan. The Applicant did not provide clearly stated goals, activities to be undertaken with rationales for the activities, parties responsible for implementing the activities; timelines and supporting evidence for documentation. The Applicant provided a number of activities and deliverables; however, these activities and deliverables were not tied to specific goals.

Although the Applicant described weekly, monthly, quarterly, and annual meetings with the grants committee, this strategy does not clearly describe the Applicant's plans for implementing a rigorous continuous improvement process. Since the Applicant did not provide clearly stated goals with specific timelines, it was not evident how the Applicant plans to provide timely and regular feedback on progress toward project goals with opportunities for ongoing corrections and improvements during and after the term of the grant.

The Applicant did not clearly present a high quality plan with a well developed high quality approach to continuously improving its plan. The strategy for implementing a rigorous continuous improvement process including timely and regular feedback on progress toward project goals was not clear because the Applicant did not provide clearly stated goals.

(E)(2) Ongoing communication and engagement (5 points)	5	3
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(E)(2) Reviewer Comments:

The Applicant discussed sharing information with stakeholders through district requested newsletter subscriptions, telephone communication system and television broadcasts, and meetings. Also the Applicant stated that they would use reflective formats such as surveys and feedback from meetings to gauge their progress. However, these explanations did not clearly describe the Applicant's strategy to specifically address the process explaining how they will monitor and measure and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff.

(E)(3) Performance measures (5 points)

5

3

(E)(3) Reviewer Comments:

The applicant did not provide ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each proposed measure, the Applicant did not describe its rationale for selecting that measure or how the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action to implement success or areas of concern. Instead of having a total of approximately 12 to 14 performance measures, the Applicant provided no data on charts (a) and (b); rather, the Applicant left the charts blank and stated “*At this time, this measure has not been developed so it is unknown where all students and each subgroup are performing.*”

The Applicant did address performance measure (All Applicants – c) requiring the Applicant to describe the Performance Measure in the cells provided as well as the methodology for calculating the measure. However, the information provided in some cells (i.e. applicable population, performance measure) did not provide adequate data and targets and appears insufficient to gauge progress. The Applicant did not clearly describe the rationale for selecting performance measures, how the measures will provide rigorous, timely, and formative information, and how the Applicant will review and improve measures over time.

(E)(4) Evaluating effectiveness of investments (5 points)

5

3

(E)(4) Reviewer Comments:

The Applicant did not adequately provide a high-quality plan nor did the Applicant provide clear and high-quality approach to continuously improving its plan. The Applicant did not provide adequate details to support their plans to evaluate the effectiveness of Race to the Top – District funded activities. The Applicant's explanation did not adequately provide well described components such as professional development and activities that employ technology, and more productive use of time, staff, money, or other resources in order to improve results.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
(F)(1) Reviewer Comments:		
The Applicant Identifies all funds that will support the project which appear reasonable and sufficient to support the development and implementation of the applicant's proposal. The Applicant clearly provides a thoughtful rationale for investments and priorities. The Applicant provides a justification for these requests in the narrative portion of the budget. The Project-Level Budget Narrative and Table include costs for each project year and across all four years of the project. Under each budget category (e.g., Personnel, Fringe, Travel, etc.) within the table, the Applicant identified total costs by year, with sufficient itemization to demonstrate how costs were calculated, and include the total costs for each item across all four years of the project.		
(F)(2) Sustainability of project goals (10 points)	10	4
(F)(2) Reviewer Comments:		
The Applicant does not adequately describe the required components of a high-quality plan nor does the Applicant provide clear and specific goals. The Applicant's plan to sustain the activities described is based on the re-allocation of human as well as financial resources. The Applicant did not specifically describe support from State and local government leaders and		

financial support; however, the Applicant did mention that they are projecting \$400,000 from state, local and other federal funds to keep the learning device renewed and up to date each year. The Applicant plans to expand existing partnerships with local businesses and to recruit local foundation funds from state and other grant funds to continue support of the "Promise Neighborhood" project.

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0
Competitive Preference Priority Reviewer Comments: The Applicant did not address this priority.		

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
Absolute Priority 1 Reviewer Comments: The Applicant adequately addressed how it will build on the core educational assurance areas to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards. The Applicant did provide strategies and activities to address their plans to accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers. The Applicant did describe their plans for educator evaluation systems and adequately described how they plan to measure all student progress and performance against college- and career-ready graduation requirements.		

Total	210	129
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# Race to the Top - District

## Technical Review Form

Application #0400OH-3 for Springfield City School District

## A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
(A)(1) Reviewer Comments: Based on the evidence provided in this proposal, the SCSD articulated a very strong and meaningful comprehensive and coherent reform vision as it relates to the required four core assurance areas of;		

A. College and Career Ready Standards

-implementation of Common Core Standards in ELA & Mathematics benchmarks that are correlated to state programs, development of aligned assessments and teacher supports, rigorous coursework and expectations for all students, focused ILP's developed by students along with coordinators for college and careers, the only public school district in Ohio recognized for Blended Learning Communities, and progression into the 21st Century custom learning environment.

B. Data Systems

- identified and assists at risk students through a rigorous and extensive process, maximizes the preparedness for students who enters the workforce, provide essay tools and resources for effective decision makings relating to careers and education, education improvements methods for every student entering and enrolled in the district as well as effective communication outlets to keep stakeholders of informed of progression at all levels

C. Great Teachers & Leaders

-assurance of high-quality teachers and administration trough rigorous screening and interviewing criteria, promotes extensive professional developments for every level of staffing, commitment to student progressive achievements and bases the success of the students on the quality of the teachers.

D. Turn Around Lowest Achieving Schools

-Establishing and re-integrating that all schools in the district, whether high poverty, high minority or not should provide excellence for every student and never accepting failure from students, parents and others.

Based on the evidence presented in this high quality reform plan, resources and partnerships that have been and will be establish within this district will prepare all students for lasting success and career goals. This is a credible proposal.

(A)(2) Applicant's approach to implementation (10 points)

10

9

(A)(2) Reviewer Comments:

The SCSD approach to implementation of this proposal actively engages the students, staff, parents and community along with the business sector to promote and advance student achievement by considering various avenues. These avenues include; formation of aligned performance data, software programs for parents and students, college and career counseling beginning in elementary grades, mobile learning devices assigned to 1:ensure:1 ratio for individualized in & out of school usages, expansion of learning opportunities rather than traditional settings and norms, extensive monitoring effective programs, contents, student plans as well as staff performances and adoption of the Model of Transformation for the Priority building as well as the Tier 1 buildings.

Based on the evidence provided in this submission, these approaches are well established and defined to produce an effective plan that will correlate the goals and timelines for achievement. However, after reviewing the 1st page of the demographics statistics, column B & C does not match column F. However, on the following pages the matches are there.

(A)(3) LEA-wide reform & change (10 points)

10

5

(A)(3) Reviewer Comments:

The LEA wide reform and change plan the applicant has presented involves a very supportive plan. The utilization of an adaptive model of guidance and advising in the high school is very creative and essential for students success. The large array of selected advisors from stakeholders is a concrete approach for a more personable and meaningful program. This plan gives students a better perspective of their options and expectations when deciding on long-term college and career goals.

However, several components of a high-quality plan for the reform and change was not presented in the application. These components are:

1. Rationales for planned activities
2. Key goals for the reform
3. Timelines for activities
4. Responsible parties for the activities



(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
<p>(A)(4) Reviewer Comments:</p> <p>SCSD wide goals for improved student outcomes is presented as a commitment through awarding of this grant to be fully operational.</p> <p>With the PK-20 longitudinal data system; the monitoring, reviewing and immediate feedback relating to the 4 areas (summative assessments, decreasing achievement gaps, graduation rates, college enrollment in addition to the optional area of post-secondary degree attainment), will ensure early exposure to college and careers, decreased remedial courses needs and complete degree programs within time restraints, and commit to fluent readers by 3rd grade at percentage rate of 80 or more, increase graduation by 5% each year and decrease achievement gaps district wide in all areas and subgroups.</p> <p>The document presented are based majority on anticipation due to unavailable data at the time of submission. However, the proposer does present strong qualities relating to; reasonable and attainable goals presented throughout, evidence of achievement is steady progressing among subgroups, evidence of decreased percentages is observed, graduation rates are low, however, they are consistent and clearly observable, college enrollment is not indicated at time of grant submission due to district acquiring data from 3rd party.</p>		

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12
<p>(B)(1) Reviewer Comments:</p> <p>The applicant has demonstrated a clear and concise record of success.</p> <p>a. Since 2009, SCSD has exceeded expected student academic growth, according to Ohio's Value Added metric, that led to the ranking of 15 out of 610 districts in Ohio in terms of growth.</p> <p>b. SCSD are promoting equity in the foundation that each student approaches school ready to learn by investing heavily in preparing more students for school beginning with consolidated preschool programs, extended school days and offering multi-age and expanded opportunities for social service providers to support students and families.</p> <p>c. Extensive parental involvement is a major catalyst for student achievement. The SCSD continues to involve parents on every level and communicate effectively through a direct community effort, meetings and results of progression is available to all through various outlets.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>The documented high level of transparency is evident thoroughly for each of the 4 components and brief descriptions of how to obtain the information is very well organized and easily obtainable for all parties.</p> <p>As stated in the proposal, transparency in the SCSD is very evident and easily available through the broadcasting of cable, on DVDs, and postings on the SCSD website. SCSD financial information are publicly disclosed at board meetings. This includes all salaries, expenditures and funding sources of contracts and personnel. The SCSD has also received the National Excellence in Financial Officers Associations for their Comprehensive Annual Financial Report from The Government Finance Officers Association. Also, SCSD has begun to prepare Annual Financial Reports to explain school funding, use of funds and a five-year financial forecast.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>This document is supported by high rankings of state and local recognition of governing bodies and collaborations.</p> <p>The program has demonstrated and presented a full autonomy with statutory government offices that will fulfill requirements of personalized learning environments. This will be due to the acceptance of partnerships with SCSD and the CCSO. SCSD is the only public school in the state of Ohio approved for the Blended Learning School District and was invited to present on the innovative plan at the INCC in Oct., 2012.</p>		

SCSD is working with the state superintendent's office, governor's office and legislator's office to drive important changes in systems: particularly funding mechanisms and accountability systems.

(B)(4) Stakeholder engagement and support (10 points)

10

10

(B)(4) Reviewer Comments:

Stakeholder engagement and support was open for this proposal through the development of a District Wiki Space, soliciting support and input from all stakeholders; administration, faculty and staff, collective bargaining units, community, parents and students. After 3 meetings with collective bargaining unit, the SCSD received full support in addition to 15 letters of support from colleges, Ohio Department of Education, city officials, Chief Executive Officers, superintendents, social service agencies and Pre-School coordinators.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

The identified needs and gaps of the proposals high-quality plan is a clear and concise plan of implementing the required personalized learning environments and support with logic for the reform.

The established plan that has been in usage for the SCSD identifies and removes the barriers that hinders many achievements of students grades 7 thru 12 as well as families. The steps for this plan are; 1. build on lessons learned at the initial stage of implementation, 2. create high-quality personalized blended learning plans for all students and eliminate the traditional learning techniques and 3. require on-going professional development of staff, coordinators, parents and students to prepare for transitions and usage of technology for the 1st year and assure sustainability in remaining years.

It is very likely that the plan that is proposed will definitely succeed.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	15

(C)(1) Reviewer Comments:

SCSD has demonstrated a sound plan that entails various approaches to learning engagement and empowerment for all high-need students by; using a robust data portal that develop and monitor learning goals by parents, educators and students, utilizing a in-take process using surveys to define student's interest of careers and styles, counseling and analysis of their data to customize resources needed to establish student's goals, utilizing various learning experiences through service requirements, project-based, research, internships, etc., exposure to diverse cultures and perspectives through social interactions, festival attendance and hosting cultural outreach program. Also, offering employment opportunities, dual enrollment, partnership through physical and adoptive dashboards. The SCSD participation with the research of David T. Conley progressed toward a more comprehensive conception of College Readiness with focus on essential, nonacademic skills for success. The implementation pilot was spot lighted in College and Career Readiness in Oct., 2012. With this documented evidence stated above, it is concluded that there is sufficient evidence to resolve that;

- Every aspect is thoroughly covered and explained for effectiveness
- Parents are consistently involved through the process during intake, enrollment and monitoring
- Students are and will be very well equipped with their expectations, recommendations and outcomes
- Immediate feedback and open communication is clearly evident in this submission
- Preparation for mobile devices for parents as well as students are very critical contributors to achievement.

The proposed plan to ensure that each student has success by the applicant includes; high quality content from textbook providers will be provided on student devices and accelerated learning opportunities that focus on transitional course work, college and career readiness advisement, EPC and Post Secondary Degrees. Constant monitoring of student activities that analyze and define SLO to guide the differentiated instruction to offer assistance before, during and after-school. The K-3 has been identified as the high need students and they are currently on ILP's. Their data is monitored for progress and growth. The LPC determines all needs through assessment and develop the PLP for them. The proposal is anticipating with the awarding of the grant to expand to all grade levels. Training and support will be provided through portals. Trainings for parents and students will take place during in-take and will remain available to maximize usage of devices anytime and anywhere.

The applicant describes in detail many activities and deliverables for their plan; however, the applicant does not clearly state their key goals, rationales for selected activities, responsible parties for the implementation of activities or the timelines for such activities. Many of the activities address the criteria, but does not meet the criteria for a high quality plan.

(C)(2) Teaching and Leading (20 points)

20

10

(C)(2) Reviewer Comments:

The SCSD has demonstrated a high-quality plan for improved learning and teaching through the power of human capital to personalized learning of students.

Teachers and administration participate with part of the hiring process that emphasizes high expectations for all teachers and administrators, emerging to remove high number of students enrolled in remedial coursework after high school, clearer and high standards from the adaptation and transition to Common Core Standards. All materials are aligned to the new core so that Kindergarten students are working on college and career standards as well. I-Ready diagnostic are utilized for interventions when standards are not mastered and communicated to parents and students through portals. Intensive counseling are in place to remain on college and career tracks. For K-3 students who are diagnosed not on grade level will receive Individual Reading Plans. Parents and students involvement are required and this will provide closure of gaps early on with the intense research-based materials. The improved teachers' and principals' practices and effectiveness of using feedback of the SCSD is implementing the new evaluative systems based upon customized professional development linked to each teacher and principal. Both evaluation systems will be in effect according to state law for the school year.

Implementation of the ILP for teachers identify learning approaches that correlates individual students academic needs and interests. The learning resources purchased by the SCSD is the Pearson language arts mastery that is aligned with the Common Core Standards. The alignment correlates college readiness and outcomes for better results in class and life. The process and tools to match the student needs are through differentiate instruction, technology resources, and data from various assessments surveys.

The SCSD has established effective sub-committees through the District Improvement Team that offer courses and credits for trainings and inclusive practices that have goals of improving student performance and closing achievement gaps. According to the proposal, 80 teachers have completed the courses and received the credit. The strongly developed formal plans to recruit, replace and retain highly effective instructors in the high priority, minority schools through PLC's, team teaching and distributive leadership models. According to the proposal, frequently attending jobs fairs, communicating with universities for prospective educators, establishing scoring criteria for interviews of teachers/principals, and a collection of teacher retention/attrition data would serve as contributing factors to secure individuals for the placement.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13

(D)(1) Reviewer Comments:

The Central Office of the SCSD functions currently with recurring, monthly meetings to facilitate the district workflow needs through; Leadership Teams, Directors, Extended Cabinet Members, Coordinators and Supervisors. This establishes communication with all parties for assistance as well as support.

b. Schools in SCSD have limited flexibility and autonomy over schedules and calendars. Flexible Academies are offered in the high school to include an extended hour each day. This is made possible the staff working closely with the union and flex schedule of staff. Learning Cafe's is another aspect of flex scheduling. It offers extended schedule to accommodate and allow for additional learning opportunities for parents, students and community members from the hours of 2:30 to 8:30 pm. Three additional schools participate in after-school programs that promote character development, community involvement and class work assistance.

c. Promotion of credit flex in the high school is offered also. Students can test-out or show mastery of areas, experiences within and out of school. Internships are considered credit flex also.

d. Differentiated assessments based on needs using a variety of formative and summative assessments. Feedback is provided throughout the the course of the instructional cycle through the adaptive PLP portal.

e. Providing learning resources to students with disabilities and English learners was not observed in the review.

(D)(2) LEA and school infrastructure (10 points)	10	8
<p>(D)(2) Reviewer Comments:</p> <p>The SCSD has provided a solid plan for school infrastructure to support personalized learning.</p> <p>The applicant supports infrastructure supports personalized learning by upgrading the technology infrastructure to host 2GB speed band with connection to all buildings in districts and 1GB speed to internet. With this, the SCSD has provided storage area network to provide block level data storage, hot spots in all buildings and an enterprise of wireless in schools, Video on Demand system to allow retrieval and archival of video-based projects, resources and live broadcasting capabilities. The advancement of the SCSD technology secures a robust, hub of technology to expand personalized student learning through use of mobility devices that are age appropriate and contain features such as parental controls, spill-proof keyboards and shells. Productivity software and maintenance is factored as well to ensure they are sound and kept in working order. With this evidence stated, the applicant supports, however it also;</p> <ul style="list-style-type: none"> <li>• Lacks to address participating stakeholders</li> <li>• Discussion is restricted to Operating Systems of elementary infrastructures</li> <li>• Evidence of support is clearly stated and comprehensible</li> <li>• Provides adequate support and assistance for all software and mechanics</li> </ul>		

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10
<p>(E)(1) Reviewer Comments:</p> <p>This proposal addresses convincing measures of improvements.</p> <p>It clearly states how it will be monitored continuously and share publicly investments and aspects of the proposal. The proposer has effectively stated the process for continuous improvement will be monitored and facilitated through the proposed grant coordinator. The coordinator will be responsible for establishing a committee of stakeholders to ensure that assurances and performance measures are understood. After that meetings will be scheduled to adhere to deadlines and also communicate progression of grant initiatives.</p> <p>This plan does not name specifically who will actual monitor.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	4
<p>(E)(2) Reviewer Comments:</p> <p>The evidence submitted has demonstrated an effective plan of communication and engagement.</p> <p>The strategy that the proposal has presented for the approach to continuously improve its plan will include the following;</p> <ul style="list-style-type: none"> <li>-set timely deadlines for communicating with stakeholders</li> <li>-encourage and collect data from internal stakeholders for feedback on how the personalized learning plans and tools are working</li> <li>-use of surveys and other reflective formats to determine the effectiveness of meeting needs</li> <li>-provide forums from staff to received/provide information from the school improvement team and labor management committees</li> <li>-District Administrators' will be provided progression data from the designated leadership teams and extended cabinet meetings</li> </ul>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>Achievable performance measures for all targeted populations and subgroups are clearly stated. The SCSD has provided 16 performance measures that are highly ambitious and the percentage gains are attainable and reasonable. The descriptions of the rationales, measurement of rigor and the review measures are adequate and highly-defined. Representation of the</p>		

achievable performance measures are presented in the application.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>Activities are clearly stated and supported. The steps/plan the SCSD has formulated to ensure the investment is an excellent and effective plan.</p> <p>The coordinator and committee will conduct various assessments and analyze the activities collectively to maintain the high-quality plan and an effective program. The committee's activities for assurance are;</p> <ul style="list-style-type: none"> <li>-professional development is attended and job-embedded</li> <li>-budgets are updated and revised when necessary</li> <li>-meetings are scheduled for the year, agendas are developed and adhered to, and deadlines met</li> <li>-support for the grant coordinator and committee members will be provided by district administrators</li> <li>-technology will remain current and all involved members will have a variety of tools to work with</li> <li>-communication will extend to all internal and external stakeholders through a variety of modalities</li> <li>-compensation reform will follow the pacing of the state's implementation schedule</li> <li>-school structures and schedules will adjust to accommodate the collaboration needed to personalize learning for students</li> </ul>		

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>After thoroughly reviewing the anticipated fiscal budget for the proposal, the submitted budget is in compliance of the RttT-D grant and all components were easily found and understood. The comprehensive budget submitted involved a complete list of funds and sources, all components are reasonable and sufficient well as the rationales are justified and observed. Examples from the budget narrative and charts includes; personnel salaries, travel, supplies and contractual services.</p>		
(F)(2) Sustainability of project goals (10 points)	10	4
<p>(F)(2) Reviewer Comments:</p> <p>The budget was very thoroughly explained and presented. However, the proposal does not state exactly how the monitoring will take place and specifics for monitoring. The proposal does communicate the continued recognition and recipients for various awards and grants. Therefore, sustainability is not clear and a high-quality plan for sustainability is not presented.</p>		

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0
<p>Competitive Preference Priority Reviewer Comments:</p> <p>Evidence not observed to designate score for this component.</p>		

## Absolute Priority 1

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	Available	Score
Absolute Priority 1	Met/Not Met	Met
Absolute Priority 1 Reviewer Comments:  The SCSD has met the Absolute Priority 1 for the submitted proposal. Throughout the application, the SCSD has defined, identified and supported various personalized learning implementations to achieve student performance. This application assured the collaborations of all stakeholders throughout the process to maintain communication and effectiveness. Establishing partnerships with community and businesses is truly a milestone for today's learners. Addressing the need for modernization of over used out-dated teaching methods and replacing with robust, rigor curriculums while maintaining and focusing on College and Career Readiness for all students is truly outstanding.		
Total	210	157